MI-Access

Michigan's Alternate Assessment Program™

2013-2014 MI-ACCESS

GUIDE TO REPORTS

MICHIGAN Department of Education

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Introduction

This guide was developed to assist educators in understanding and using the Fall 2013 and Spring 2014 MI-Access assessment results.

The purpose of MI-Access reports is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

1. were designed with input from classroom teachers, and
2. are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include student-level reports such as:

- Parent Reports
- Individual Student Reports
- Rosters
- Student Record Labels

The reports also include aggregate-level reports:

- Demographic Reports
- Summary Reports
- Comprehensive Reports

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the MI-Access assessments are based can be downloaded from the MI-Access Web page at *www.mi.gov/mi-access*.

MI-Access Report List

The Individuals with Disabilities Education Act (IDEA) 1997, and the 2004 reauthorization of IDEA, require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similarly to MEAP, MEAP-Access and MME results.

Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports online at the BAA Secure Site. (See Table below.) NOTE: this is a change from past years in that Parent reports and student labels are the only hard copy reports shipped to districts.

Electronic copies of district, school, and class reports are provided on the BAA secure site. The results folder, with the Parent and student record labels, are shipped by the MI-Access contractor to either the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for:

1. delivering the parent reports to the schools for distribution to parents and/or guardians
2. providing the record labels for use with the student's file
3. retrieving the school/district reports from the secure site

MI-Access Reports	Reports Available on Secure Site				Hard Copies Shipped to District
	State	District	Schools	Class	
Summary	X	X	X		
Demographic	X	X	X		
Item Analysis	X	X	X		
Rosters		X	X	X	
Individual Student Report				X	
Student Record Label			X		X
Parent			X		X
District Comprehensive (FI only)					
ISD Comprehensive		X			

Report Features

Invalid Test Scores

The MI-Access reports will reflect descriptors of invalid test scores on the student level reports. The invalid reasons will appear on the Individual Student Reports, Roster reports, Student Record Label and the Parent report. The Parent report will be less specific however, a discrete message will instruct parents and/or guardians to contact their child's school for further information. Invalid reasons include, tested in incorrect grade, not enrolled in special education program, non-standard accommodations, prohibitive behavior, missing administrator scores, missing MSDS data, misadministrations, and incident reports. The reason descriptors will better inform results found in the reports. See the invalid test score table on page 61 for details.

Item Descriptor Booklets

Since released item booklets are not being produced, item descriptor booklets for Functional Independence will be available for reference purposes on the MI-Access web page. The content areas include grades 3-8 and 11 for math and grades 5, 8, and 11 for science. The accessing print and expressing ideas for Functional Independence tests will have an Item Descriptor Guide for reference purposes on the MI-Access web page. Item descriptor booklets will not be provided for the P/SI reports (see page 37 for more information).

Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the EGLCEs, EHSCEs, and EBs being measured.

Report Suppression Guideline

The Item Analysis and Summary reports require a threshold of 10 or more students per grade and subject to be produced. The purpose for this is to protect certain students from being inadvertently identified due to the small number of students in a group or subgroup. This practice will continue with one clarification: the FI reports for grades 4, 7, and 11 accessing print and expressing ideas must both meet the minimum number of students in each of those content areas in order to generate a report. Student-level reports will not be affected by this guideline.

Other aggregate reports may suppress data within the report for certain subgroups for the same reason.

Printing Reports

Printing Options

Beginning with the fall 2013 cycle the "Green" option is no longer available. Districts will:

1. automatically receive Parent reports and Student Record Labels

2. will need to review and print all other reports from the BAA secure site.

This change significantly reduces the number of printed reports. All the reports are available on the BAA Secure Site (*https://baa. state.mi.us/BAASecure/Login.aspx*) under the "Reports" tab by selecting "Student Test Scores" from the dropdown menu. Then, select the appropriate test cycle.

Report/Print Suppression

If you recieve a message that the reports cannot be displayed for all student and aggregate groups, the reasons may be:

- Aggregate reports will be produced however, if the total number of students assessed by content area and/or sub-

groups is below 10 the report may be suppressed for some. (See "Report Suppression Guideline" on page 5)

- Grade 4, 7, and 11 assess reading and writing for MI-Access which are specifically "accessing print and expressing ideas." The threshold for printing these reports is 10 or more students in both of these areas on the aggregated reports. The print suppression rule will apply if either area is below 10.

- Schools may also have unpaid fees for missing barcode labels or late material return fees. Unpaid fees suppress the reports for all previous, current, and future administration reports. Once payment in full is received by the contractor, the report suppression would be lifted.

- Make sure you have selected the proper test cycle and the assessment type. MEAP-Access and MI-Access and/or years may sometimes be improperly selected.

- Students that have an invalid test will not receive valid scores. Instead, the student level reports will describe the circumstance that caused the scores to be invalidated. Invalid student scores will also be excluded from the aggregate reports.

Content Areas Assessed

The MI-Access assessments are administered each school year in two different assessment cycles: grades 3 - 8 are administered in the fall and the grade 11 assessments are administered in the spring. They cover the following content areas:

- English language arts (P/SI grades 3-8 and 11),
- Accessing Print (FI grades 3-8, and 11),
- Expressing Ideas (FI grades 4, 7, and 11),
- Mathematics (grades 3-8 and 11), and
- Science (grades 5, 8, and 11).

See table below for information on grades and administration cycles

Grades and Content Areas Assessed with MI-Access							
Content Areas	**Grade / Cycle**						
	Fall						**Spring**
	3rd	**4th**	**5th**	**6th**	**7th**	**8th**	**11th**
ELA (P/SI)	X	X	X	X	X	X	X
Accessing Print (FI)	X	X	X	X	X	X	X
Expressing Ideas (FI)		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X
P/SI = Participation and Supported Independence *FI = Functional Independence*							

Participation and Supported Independence - Scoring

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table below.

The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total earned points for the assessment. (It should be noted that condition codes A, B, and C count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the total earned points students receive.

MI-Access Participation (P) and Supported Independence (SI) Scoring Rubrics		
P Score Point/Condition Code	**SI Score Point/Condition Code**	**Term**
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over- hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides hand-over-hand assistance and/or step-by-step Directions

Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for ELA, mathematics, and science. They can be found on the MI-Access web page (*www.mi.gov/mi-access*).

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the BAA involved educators and other stakeholders in an intensive standard-setting process. At the end of the standard-setting session, performance level and cut scores were recommended for each grade and content-area assessment.

The recommended cut scores were presented to the Michigan State Board of Education (SBE). The SBE approved the final cut scores and performance levels.

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), content area (ELA, mathematics, or science), and grade. The tables on the next two page show the number of earned points associated with each of the performance levels for ELA, mathematics, and science by grade.

Participation - Performance Levels and Earned Points Charts

Participation - **English Language Arts** – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	46-60	46-60	47-60	43-60	44-60	46-60	44-60
Attained the Performance Standard	19-45	20-45	21-46	19-42	19-43	23-45	19-43
Emerging Toward the Performance Standard	0-18	0-19	0-20	0-18	0-18	0-22	0-18

Participation - **Mathematics** – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	38-60	41-60	45-60	44-60	45-60	49-60	49-60
Attained the Performance Standard	17-37	20-40	24-44	23-43	25-44	28-48	28-48
Emerging Toward the Performance Standard	0-16	0-19	0-23	0-22	0-24	0-27	0-27

Participation - **Science** – Performance Levels and Earned Points			
	Grade		
	5	8	11
Surpassed the Performance Standard	75-90	78-90	81-90
Attained the Performance Standard	24-74	25-77	49-80
Emerging Toward the Performance Standard	0-23	0-24	0-48

Supported Independence - Performance Levels and Earned Points Charts

Supported Independence **English Language Arts** – Performance Levels and Earned Points							
	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-60	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

Supported Independence - **Mathematics**– Performance Levels and Earned Points							
	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-18	0-20

Supported Independence - **Science** – Performance Levels and Earned Points			
	Grade		
	5	**8**	**11**
Surpassed the Performance Standard	62-68	58-68	61-68
Attained the Performance Standard	38-61	39-57	34-60
Emerging Toward the Performance Standard	0-37	0-38	0-33

P/SI - Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access P/SI report, accompanied by a sample. The purpose of these sample reports is to show where various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

Individual Student Reports for English Language Arts

An Individual Student Report is produced electronically for every student who takes part in the MI-Access P/SI English language arts (ELA) assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (P/SI), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS), and any invalid score reason descriptions.

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student's total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

Section E shows the student's score for the Expressing Ideas component of the assessment.

Section F shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

INDIVIDUAL STUDENT REPORT

Participation
Grade 03
Fall 2013
English Language Arts

MICHIGAN Department of Education

MI-Access ™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

Student Name: **LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXXXX**
District Student ID: 12345678901234567890   Date of Birth: 01/01/1900   State UIC: 1234567890
Gender: F   Ethnicity: White
English Language Learner: N   Formerly LEP: N   SpecEd: Y

Summary of English Language Arts Results

Subject	Earned / Possible Points	2013 Achievement Performance Level
English Language Arts	1/60	3 - Emerging

EGLCE Code	Strand or Scoring Focus	Earned / Possible Points
	ENGLISH LANGUAGE ARTS TOTAL	**1/60**
	ACCESSING INFORMATION	1/
	Word Study	
R.WS.e4.P.EG01a	Using visual cues to recognize words	1/6
R.WS.e4.P.EG03a	Identifying frequently encountered and personally meaningful words	0/6
W.GN.e4.P.EG02a	Using poetic language	0/6
	Comprehension	**0/18**
R.IT.e4.P.EG02a	Answering informational text questions	0/6
R.NT.e4.P.EG03a	Answering questions regarding story elements	0/12
	EXPRESSING IDEAS	**0/24**
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	0/18
W.PR.e4.P.EG03a	Using own name and labels to demonstrate ownership or convey meaning	0/6

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Individual Student Reports for Mathematics

An Individual Student Report is produced electronically for every student who takes part in the MI-Access P/SI Mathematics assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS), and any invalid score reason descriptions.

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry and Trigonometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra and Functions for students in grades 6 through 8 and 11 taking the Supported Independence assessment.

Section E shows the student's total score for mathematics.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

INDIVIDUAL STUDENT REPORT
Supported Independence

Grade 06
Fall 2013
Mathematics

MICHIGAN Department of Education

MI/Access™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

Student Name: **LASTNAMEXXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXXX**
District Student ID: 12345678901234567890   Date of Birth: 01/01/1900   State UIC: 1234567890
Gender: M   Ethnicity: White
English Language Learner: N   Formerly LEP: N   SpecEd: Y

Summary of Mathematics Results

Subject	Earned / Possible Points	2013 Achievement Performance Level
Mathematics	10/60	3 - Emerging

EGLCE Code	Strand or Abbreviated EGLCE Descriptor	Earned /Possible Points
	MATHEMATICS TOTAL	**10/60**
	Data and probability	**2/8**
D.RE.m7.SI.EG01b	Reading and interpreting pictographs with a scale of 1	2/8
	Geometry	**0/12**
G.GS.m4.SI.EG02AA	Identifying common two-dimensional shapes	0/4
G.TR.m6.SI.EG03a	Demonstrating knowledge of routes used to navigate the school	0/4
G.TR.m8.SI.EG10a	Identifying positions of objects in space using terms describing relative position	0/4
	Measurement	**0/8**
M.UN.m6.SI.EG01b	Telling time to the hour using a digital or analog clock	0/4
M.UN.m6.SI.EG01e	Identifying different coins and bills	0/4
	Numbers and Operations	**7/28**
N.FL.m7.SI.EG07a	Calculating sums and/or differences	1/4
N.ME.m6.SI.EG05a	Demonstrating understanding of the phrases same as, greater than, and less than	2/8
N.ME.m6.SI.EG05c	Filling in missing numbers on a number line	1/4
N.ME.m6.SI.EG05d	Using ordinal terms to identify position in a sequence and/or complete a sequence	1/4
N.ME.m6.SI.EG06a	Recognizing and/or naming commonly used fractions	1/4
N.ME.m6.SI.EG06b	Selecting appropriate numbers in order to solve problems	1/4
	Algebra	**1/4**
A.FO.m6.SI.EG06a	Identifying the unknown component and quantity in an applied problem	1/4

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Individual Student Reports for Science

An Individual Student Report is produced electronically for every student who takes part in the MI-Access P/SI Science assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS), and any invalid scores-reason descriptions.

Section C shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT
Participation
Grade 05
Fall 2013
Science

(A)

MI Access™
Michigan's Alternate Assessment Program

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

District Name: **SAMPLE DISTRICT**
District Code: **99999** (B)

Student Name: **LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXXXX**
District Student ID: 12345678901234567890   Date of Birth: 01/01/1900   State UIC: 1234567890
Gender: M   Ethnicity: American Indian or Alaska Native
English Language Learner: Y   Formerly LEP: N   SpecEd: Y

Summary of Science Results

Subject	Earned / Possible Points	2013 Achievement Performance Level
Science	10/90	3 - Emerging

(C)

EGLCE Code	Strand or Abbreviated EGLCE Descriptor	Earned /Possible Points
	SCIENCE TOTAL	**10/90**
	Constructing New Scientific Knowledge	**1/6**
C.CN.P.EB.I.1.e.3a	Identifying simple devices	1/6
	Reflecting on Scientific Knowledge	**0/6**
R.RO.P.EB.II.1.e.4a	Developing an awareness of the natural world	0/6
	Using Life Science Knowledge	**4/30**
L.CE.P.EB.III.1.m.1ADDe	Discriminating between living and non-living things	1/6
L.OR.P.EB.III.2.e.1a	Identifying observable characteristics and/or body parts of animals	1/6
L.OR.P.EB.III.2.e.3a	Identifying parts of life cycles of familiar organisms	1/6
L.OR.P.EB.III.2.e.4a	Identifying common healthy foods	0/6
L.OR.P.EB.III.2.e.5a	Identifying edible plants	1/6
	Using Physical Science Knowledge	**3/30**
P.ME.P.EB.IV.1.e.4a	Identifying and/or using parts of electrical circuits in common activities	1/6
P.MO.P.EB.IV.3.e.1a	Recognizing movement of objects, including the body	1/6
P.MO.P.EB.IV.3.e.4a	Identifying simple machines in activities that change effort	0/6
P.WV.P.EB.IV.4.e.1a	Identifying different characteristics of sound	1/6
P.WV.P.EB.IV.4.e.3a	Identifying light sources in common activities	0/6
	Using Earth Science Knowledge	**2/18**
E.AW.P.EB.V.3.e.1a	Identifying appropriate activities related to weather conditions	1/6
E.GE.P.EB.V.1.e.1a	Identifying major features of the earth's surface	1/6
E.HY.P.EB.V.2.e.3a	Identifying routines involving the use of water in various situations	0/6

(D) (E)

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Rosters (Class, School, District)

The MI-Access P/SI rosters for class, school, and district are identical in format. For that reason, only a Class Roster—one for ELA, one for mathematics, and one for science—are included in this guide. The reports include the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean earned points.

Section C shows the teacher name, the class/group code (if available), the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC), and date of birth.
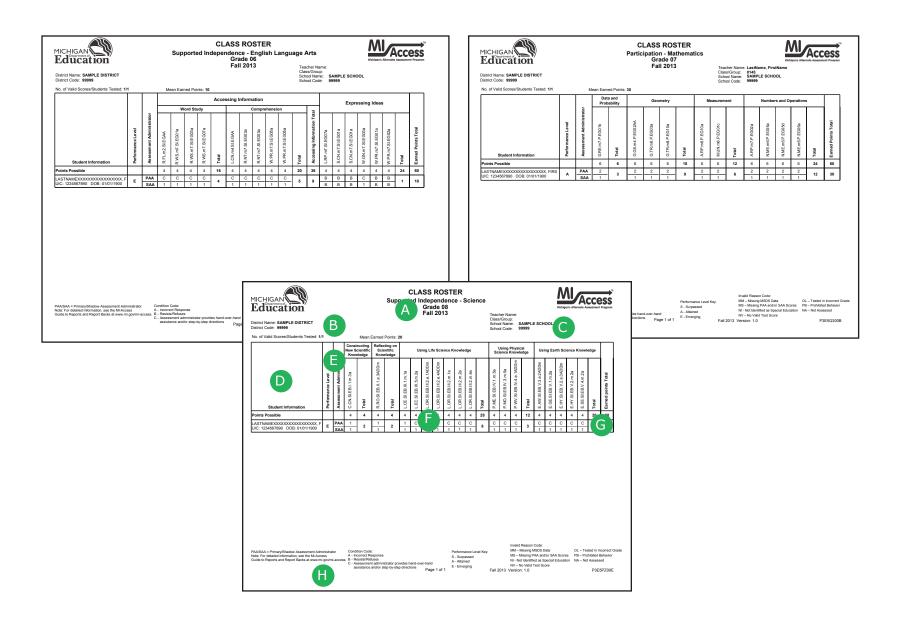
Section E shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; each EGLCE, EHSCE, or EB assessed; the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item. Any invalid test reason desriptor would also appear in the student row if appplicable.

Section G shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

Section H includes a key and information on the codes used on the report.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

MICHIGAN Department of Education

CLASS ROSTER
Supported Independence - English Language Arts
Grade 06
Fall 2013

MI-Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

No. of Valid Scores/Students Tested: **1/1**   Mean Earned Points: **10**

Student Information	Performance Level	Assessment Administrator	Accessing Information — Word Study					Comprehension							Accessing Information Total	Expressing Ideas							Earned Points Total
			R.FLm2.SI.EGAA	R.WS.m7.SI.EG01a	R.WS.m7.SI.EG03a	R.WS.m7.SI.EG07a	Total	L.CN.m4.SI.EGAA	R.NT.m7.SI.EG03a	R.NT.m7.SI.EG03a	W.PR.m7.SI.EG06a	W.PR.m7.SI.EG06a	Total		L.RP.m7.SI.EG07a	S.CN.m7.SI.EG01a	S.CN.m7.SI.EG03a	W.GN.m7.SI.EG03a	W.PR.m7.SI.EG01a	W.PR.m7.SI.EG02a	Total	
Points Possible			4	4	4	4	16	4	4	4	4	4	20	36	4	4	4	4	4	4	24	60
LASTNAMEXXXXXXXXXXXXXXXXXX, F UIC: 1234567890 DOB: 01/01/1900	E	PAA	C	C	C	C	4	C	C	C	C	C	5	9	B	B	B	C	B	B	1	10
		SAA	1	1	1	1		1	1	1	1	1			B	B	B	1	B	B		

PAA/SAA = Primary/Shadow Assessment Administrator
Note: For detailed information, see the MI-Access
Guide to Reports and Report Backs at www.mi.gov/mi-access.

Condition Code:
A - Incorrect Response
B - Resists/Refuses
C - Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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MICHIGAN Department of Education

CLASS ROSTER
Participation - Mathematics
Grade 07
Fall 2013

MI-Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name: **LastName, FirstName**
Class/Group: **0145**
School Name: **SAMPLE SCHOOL**
School Code: **99999**

No. of Valid Scores/Students Tested: **1/1**   Mean Earned Points: **30**

Student Information	Performance Level	Assessment Administrator	Data and Probability		Geometry				Measurement			Numbers and Operations					Earned Points Total
			D.RE.m7.P.EG01b	Total	G.GS.m4.P.EG02AA	G.TR.m6.P.EG03a	G.TR.m8.P.EG10a	Total	A.RP.m6.P.EG10a	M.UN.m6.P.EG01c	Total	A.RP.m7.P.EG02a	N.ME.m6.P.EG05a	N.ME.m6.P.EG05d	N.ME.m6.P.EG06a	Total	
Points Possible			6	6	6	6	6	18	6	6	12	6	6	6	6	24	60
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRS UIC: 1234567890 DOB: 01/01/1900	A	PAA	2	3	2	2	2	9	2	2	6	2	2	2	2	12	30
		SAA	1		1	1	1		1	1		1	1	1	1		

Performance Level Key:
S - Surpassed
A - Attained
E - Emerging

Invalid Reason Code:
MM – Missing MSDS Data
MS – Missing PAA and/or SAA Scores
NI - Not Identified as Special Education
NV – No Valid Test Score
OL – Tested in Incorrect Grade
PB – Prohibited Behavior
NA – Not Assessed

Page 1 of 1   Fall 2013 Version: 1.0   P3E5Q300B

MICHIGAN Department of Education

CLASS ROSTER
Supported Independence - Science
Grade 08
Fall 2013

MI-Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

No. of Valid Scores/Students Tested: **1/1**   Mean Earned Points: **20**

Student Information	Performance Level	Assessment Administrator	Constructing New Scientific Knowledge		Reflecting on Scientific Knowledge		Using Life Science Knowledge								Using Physical Science Knowledge				Using Earth Science Knowledge							Earned points Total
			C.CN.SI.EB.I.1.m.3a	Total	R.RO.SI.EB.II.1.a.3A0Dm	Total	L.OE.SI.EB.III.1.m.1a	L.EC.SI.EB.III.5.m.2a	L.OR.SI.EB.III.2.e.1A0Dm	L.OR.SI.EB.III.2.e.4A0Dm	L.OR.SI.EB.III.2.m.1a	L.OR.SI.EB.III.2.m.2a	L.OR.SI.EB.III.2.m.4a	Total	P.ME.SI.EB.V.1.m.3a	P.MO.SI.EB.V.3.m.5a	P.W.SI.EB.IV.4.e.1A0Dm	Total	E.AW.SI.EB.V.3.a.2A0Dm	E.GE.SI.EB.V.1.m.2a	E.HY.SI.EB.V.2.a.3A0Dm	E.HY.SI.EB.V.2.m.2a	E.SS.SI.EB.V.4.m.2a	Total	
Points Possible			4	4	4	4	4	4	4	4	4	4	4	28	4	4	4	12	4	4	4	4	4	20	68
LASTNAMEXXXXXXXXXXXXXXXXXX, F UIC: 1234567890 DOB: 01/01/1900	e	PAA	1	2	1	2	C	C	C	C	C	C	C	8	C	C	C	3	C	C	C	C	C		
		SAA	1		1		1								1	1	1		1	1	1	1	1		

PAA/SAA = Primary/Shadow Assessment Administrator
Note: For detailed information, see the MI-Access
Guide to Reports and Report Backs at www.mi.gov/mi-access.

Condition Code:
A - Incorrect Response
B - Resists/Refuses
C - Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Performance Level Key:
S - Surpassed
A - Attained
E - Emerging

Invalid Reason Code:
MM – Missing MSDS Data
MS – Missing PAA and/or SAA Scores
NI - Not Identified as Special Education
NV – No Valid Test Score
OL – Tested in Incorrect Grade
PB – Prohibited Behavior
NA – Not Assessed

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Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by assessment type, year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a School Summary Report for mathematics—is included in this guide. The report includes the following information:

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned points in particular score ranges. This chart is called a frequency distribution chart and graphically displays student performance by achievement labels.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

Note: For the grade 11 spring 2014 reports the MDE will report historical data for the current year plus the last 3 years on this report.

SCHOOL SUMMARY REPORT
Supported Independence - Mathematics

(A) **Grade 07**
Fall 2013

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT** (B)
District Code: **99999**

School Name: **SAMPLE SCHOOL** (C)
School Code: **99999**

MI-Access™
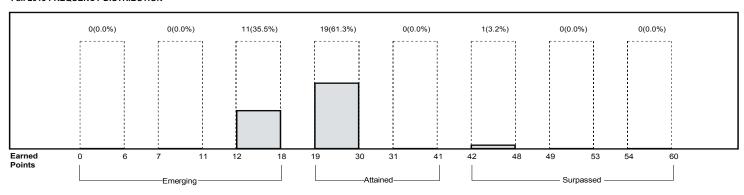Michigan's Alternate Assessment Program

(D) **ACHIEVEMENT**

Year	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
			Number and Percent of Students					
2013	31	**22.0**	11	35.5	19	61.3	1	3.2
2012	NA							
2011	NA							
2007	NA							

(E)

Fall 2013 FREQUENCY DISTRIBUTION

| | 0(0.0%) | 0(0.0%) | 11(35.5%) | 19(61.3%) | 0(0.0%) | 1(3.2%) | 0(0.0%) | 0(0.0%) |

Earned Points: 0 6 | 7 11 | 12 18 | 19 30 | 31 41 | 42 48 | 49 53 | 54 60

Emerging — Attained — Surpassed

NA = Not Applicable   * < 10 students assessed

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Fall 2013 Version: 1.0

P3E5QK00B

Demographic Reports (School, District and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from the Michigan Student Data System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows the total number of students assessed and the mean earned points for each group by content area.

Section E shows the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.
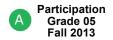
The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve.

DISTRICT DEMOGRAPHIC REPORT

MICHIGAN Department of Education

MI-Access
Michigan's Alternate Assessment Program

(A) **Participation**
Grade 05
Fall 2013

District Name: **SAMPLE DISTRICT** (B)
District Code: **99999**

District	ENGLISH LANGUAGE ARTS								MATHEMATICS							
	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	No. of Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
Total All Students	19	25	2	11	16	84	1	5	18	25	2	11	15	83	1	6
Gender																
Male	11	25	2	18	8	73	1	9	10	25	2	20	7	70	1	10
Female	<								<							
Ethnicity																
American Indian or Alaska Native	<								<							
Asian																
Black or African American																
Native Hawaiian or Other Pacific Islander	<								<							
White	12	22	1	8	11	92	0	0	11	22	1	9	10	91	0	0
Two or More Races	<								<							
Hispanic of Any Race	<								<							
Additional Reporting Groups																
Economically Disadvantaged Yes	12	25	2	17	9	75	1	8	12	25	2	17	9	75	1	8
No	<								<							
English Language Learners Yes	10	25	2	20	7	70	1	10	10	25	2	20	7	70	1	10
No	<								<							
Formerly Limited English Proficient	<								<							
Migrant	<								<							
Homeless	12	24	0	0	12	100	0	0	11	24	0	0	11	100	0	0

< No scores or percents provided if less than 10 students.

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

Page 1 of 2

Fall 2013 Version: 1.0   P3EDOJ003

Item Analysis Report for English Language Arts (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the English Language Arts (ELA) school, district, and state reports is similar, only the District Item Analysis Report for ELA is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of valid scores in the report.

Section C provides the scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each item(s).

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

DISTRICT ITEM ANALYSIS REPORT
Participation - English Language Arts
Grade 03
Fall 2013

(A)

MICHIGAN Department of Education

MI/Access™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT** (B)
District Code: **99999**

No. of Students Assessed = 27

ASSESSMENT COMPONENT (C) Strand Scoring Focus	EGLCE Code	0 %	1 %	2 %	3 %	4 %	5 %	6 %	Agree %	Adjacent %	Non-Adjacent %
Word Study											
Using visual cues to recognize words	R.WS.e4.P.EG01a	0.0	33.3	7.4	5.6	0.0	3.7	0.0	7.4	5.	33.3
Identifying frequently encountered and personally meaningful words	R.WS.e4.P.EG03a	7.4	25.9	7.4	55.6	0.0	3.7	0.0	14.8	59.3	25.9
Using poetic language	W.GN.e4.P.EG02a	7.4	25.9	11.1	51.9	0.0	3.7	0.0	18.5	55.6	25.9
Comprehension											
Answering informational text questions	R.IT.e4.P.EG02a	7.4	25.9	11.1	51.9	0.0	3.7	0.0	18.5	55.6	25.9
Answering questions regarding story elements	R.NT.e4.P.EG03a	7.4	25.9	63.0	0.0	0.0	3.7	0.0	70.4	3.7	25.9
Answering questions regarding story elements	R.NT.e4.P.EG03a	7.4	25.9	63.0	0.0	0.0	3.7	0.0	70.4	3.7	25.9
Expressing Ideas											
Using own name and labels to demonstrate ownership or convey meaning	W.PR.e4.P.EG03a	7.4	29.6	59.3	0.0	3.7	0.0	0.0	70.4	0.0	29.6
Communicating with a variety of audiences and for different purposes	S.CN.e4.P.EG02a	7.4	29.6	59.3	0.0	3.7	0.0	0.0	70.4	0.0	29.6
Communicating with a variety of audiences and for different purposes	S.CN.e4.P.EG02a	7.4	29.6	59.3	0.0	3.7	0.0	0.0	70.4	0.0	29.6
Communicating with a variety of audiences and for different purposes	S.CN.e4.P.EG02a	7.4	29.6	59.3	0.0	3.7	0.0	0.0	70.4	0.0	29.6

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators
Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators
Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access. (F)

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Item Analysis Report for Mathematics (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of valid scores in the report.

Section C provides the scoring focus for the items that are being presented by strand. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each EGLCE or EHSCE.

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

DISTRICT ITEM ANALYSIS REPORT
Supported Independence - Mathematics
Grade 05
Fall 2013

MICHIGAN Department of **Education**

MI/Access™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

No. of Students Assessed = 2

ASSESSMENT COMPONENT Strand Scoring Focus	EGLCE Code	Percent of Students at Each Score					PAA/SAA Consistency		
		0 %	1 %	2 %	3 %	4 %	Agree %	Adjacent %	Non- Adjacent %
Data and probability									
Demonstrating knowledge of 1:1 correspondence	D.RE.e4.SI.EG02b	50.0	50.0	0.0	0.0	0.0	50.0	0.0	50.0
Identifying what data are needed to solve a problem	D.RE.e4.SI.EG03a	50.0	50.0	0.0	0.0	0.0	50.0	0.0	50.0
Geometry									
Identifying common two-dimensional shapes	G.GS.e4.SI.EG02a	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Identifying positions of objects in space using terms describing relative position	G.LO.e1.SI.EG02AA	50.0	50.0	0.0	0.0	0.0	50.0	0.0	50.0
Demonstrating knowledge of routes used to navigate the school	G.TR.e4.SI.EG05a	50.0	50.0	0.0	0.0	0.0	50.0	0.0	50.0
Matching objects to their outlines	G.SR.e4.SI.EG03a	50.0	50.0	0.0	0.0	0.0	50.0	0.0	50.0
Measurement									
Associating time with common events of the day	M.UN.e4.SI.EG01a	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Measuring volume using cups	M.UN.e4.SI.EG01c	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Numbers and Operations									
Demonstrating understanding of the terms same and more	N.ME.e4.SI.EG01a	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Counting up to 20 using whole numbers	N.ME.e4.SI.EG01b	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Counting up to 20 using whole numbers	N.ME.e4.SI.EG01b	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Selecting appropriate numbers in order to solve problems	N.MR.e3.SI.EG15a	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Identifying the difference between whole and half	N.ME.e4.SI.EG20a	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Demonstrating knowledge of basic addition and/or subtraction	N.FL.e4.SI.EG08a	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0
Filling in a missing number on a number line	N.ME.e4.SI.EG01c	0.0	50.0	50.0	0.0	0.0	50.0	0.0	50.0

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators
Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators
Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Fall 2013 Version: 1.0

P3E4RI006

Item Analysis Report for Science (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and Extended Benchmarks (EB). The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAAs) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of valid scores in the report.

Section C provides scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EB assessed. The scoring focus links item(s) directly to the EB being measured and describes what assessment administrators were looking for while administering the test.

Section D shows the percentage of students who received a score point or condition code for each EB(s).

Section E shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

Section F is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

MICHIGAN Department of **Education**

DISTRICT ITEM ANALYSIS REPORT
Participation - Science
Grade 05
Fall 2013

MI/Access
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

No. of Students Assessed = 4

ASSESSMENT COMPONENT / Strand / Scoring Focus	EB Code	Percent of Students at Each Score							PAA/SAA Consistency		
		0 %	1 %	2 %	3 %	4 %	5 %	6 %	Agree %	Adjacent %	Non-Adjacent %
Constructing New Scientific Knowledge											
Identifying simple devices	C.CN.P.EB.I.1.e.3a	0.0	25.0	25.0	25.0	0.0	0.0	25.0	50.0	25.0	25.0
Reflecting on Scientific Knowledge											
Developing an awareness of the natural world	R.RO.P.EB.II.1.e.4a	25.0	25.0	25.0	0.0	0.0	25.0	0.0	50.0	25.0	25.0
Using Life Science Knowledge											
Discriminating between living and non-living things	L.CE.P.EB.III.1.m.1ADDe	0.0	25.0	50.0	0.0	0.0	0.0	25.0	75.0	0.0	25.0
Identifying observable characteristics and/or body parts of animals	L.OR.P.EB.III.2.e.1a	0.0	50.0	25.0	0.0	0.0	0.0	25.0	50.0	0.0	50.0
Identifying parts of life cycles of familiar organisms	L.OR.P.EB.III.2.e.3a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying edible plants	L.OR.P.EB.III.2.e.5a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying common healthy foods	L.OR.P.EB.III.2.e.4a	25.0	25.0	25.0	0.0	0.0	25.0	0.0	50.0	25.0	25.0
Using Physical Science Knowledge											
Identifying and/or using parts of electrical circuits in common activities	P.ME.P.EB.IV.1.e.4a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Recognizing movement of objects, including the body	P.MO.P.EB.IV.3.e.1a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying different characteristics of sound	P.WV.P.EB.IV.4.e.1a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying simple machines in activities that change effort	P.MO.P.EB.IV.3.e.4a	25.0	25.0	25.0	0.0	0.0	25.0	0.0	50.0	25.0	25.0
Identifying light sources in common activities	P.WV.P.EB.IV.4.e.3a	25.0	25.0	25.0	0.0	0.0	25.0	0.0	50.0	25.0	25.0
Using Earth Science Knowledge											
Identifying major features of the earth's surface	E.GE.P.EB.V.1.e.1a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying appropriate activities related to weather conditions	E.AW.P.EB.V.3.e.1a	0.0	50.0	25.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Identifying routines involving the use of water in various situations	E.HY.P.EB.V.2.e.3a	25.0	25.0	25.0	0.0	0.0	25.0	0.0	50.0	25.0	25.0

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Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators
Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

Page 1 of 1

Fall 2013 Version: 1.0

P3E4RH007

Parent Reports

Parent reports, which include an introductory letter from the state Superintendent, are designed to provide individual student assessment information to the parents or guardians of each student assessed. Parent reports will be shipped and should be distributed to parents or guardians as soon as possible after receiving them. The MI-Access P/SI Parent Reports include the following information:

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and information on the relevant scoring rubric.

Section E provides detailed information on the components of the English language arts (ELA) assessment, and how the student performed by assessment component and overall.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G provides detailed information on the strands included in the Science assessment, and how the student performed by assessment strand and overall. For this example the student did not have a valid test score and a message is displayed to contact the school for further information.

For any reason that a student did not receive a valid score on any subject a discrete message will be displayed in section E, F, and G, instructing parents to contact the school for further information. If the student was not assessed in a specific subject a message will also be displayed accordingly.

Parent Report
Participation
Grade 05
Fall 2013

(A)

MICHIGAN Department of Education

MI-Access
Michigan's Alternate Assessment Program

(D)

District Name: **SAMPLE DISTRICT**
District Code: **99999**

(B)

School Name: **SAMPLE SCHOOL**
School Code: **99999**

Report For:
FIRSTNAMEXXXXXXXXXXXXXXXXXXXXXXX X LASTNAMEXXXXXXX
UIC: 1234567890

Dear Parent or Guardian:

In fall 2013, your student took part in the MI-Access Participation assessments, which are used, along with other information, to determine what students appropriately know and are able to do in English language arts and mathematics in grades 3 through 8 and science in grades 5 and 8. These assessments are based on the Participation Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity your student's Individualized Education Program Team determined is appropriate. For more information on expectations and benchmarks, please visit www.mi.gov/mi-access.

The results for your student are shown in the table below. I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. State assessment results can be used, together with other assessment and classroom performance information, to provide a more complete picture of student achievement and to plan for future learning.

Parents/guardians and teachers have a greater chance of helping students succeed when they team up to encourage student learning. For that reason, the following questions have been included to help spur a meaningful discussion.

- How can we use this report to determine my student's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my student need additional work?
- What can we do at school and at home to provide opportunities for my student to improve?
- To what extent is the daily instruction my student receives tied to the content assessed?

The following page of this report describes the assessments administered at your student's grade level and provides details about your student's performance. I hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

Performance Level Descriptors

Level 1: Surpassed Performance Standard
The student's performance has met and surpassed the Extended Grade Level Content Expectations defined for Michigan students.

Level 2: Attained Performance Standard
The student's performance has met the Extended Grade Level Content Expectations defined for Michigan students.

Level 3: Emerging Toward Performance Standard
The student's performance has not met the Extended Grade Level Content Expectations defined for Michigan students.

For more information, please visit
www.mi.gov/mi-access

RESULTS FOR YOUR CHILD

(C)

Subject	Points Earned	Points Possible	Performance Level
English Language Arts	35	60	Attained the Performance Standard
Mathematics	36	60	Attained the Performance Standard
Science	31	90	Attained the Performance Standard

Fall 2013 Version: 1.0   P3E4ND003

GENERAL INFORMATION ABOUT THE MI-ACCESS PARTICIPATION ASSESSMENTS

The MI-Access Participation assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of item (or question) formats: (1) activity-based observation, where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are read a question and asked to select the correct response from two picture or answer choices. To the maximum extent possible, the items, regardless of their format, reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously and independently observed and scored by two scorers: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). A student may receive a score point (1, 2, or 3) or a condition code (A, B, or C). The rubric that is used to determine what score or code a student receives is based on the student responding correctly and takes into consideration the amount of assistance required to engage him or her in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

ENGLISH LANGUAGE ARTS

The MI-Access Participation ELA Assessment has two components: Accessing Information, which includes word study and comprehension; and Expressing Ideas. In the Accessing Information portion of the ELA assessment, students are asked to (1) identify familiar words using print, pictures, and/or objects; and (2) demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing.

The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your child's ELA scores.

Component	Points Earned	Points Possible	
Accessing Information (AI)			
Word Study	12	18	(A)
Comprehension	11	18	(B)
TOTAL (AI)	23	36	(C)
Expressing Ideas (EI)	12	24	(D)
TOTAL (AI + EI)	35	60	(E)

(E)

MATHEMATICS

The MI-Access Participation Mathematics Assessment focuses on four areas: Data and Probability (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). The scores for these areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table on the right shows your child's mathematics scores.

Strands	Points Earned	Points Possible	
Data and Probability	3	6	(A)
Geometry	9	18	(B)
Measurement	8	12	(C)
Numbers and Operations	16	24	(D)
TOTAL	36	60	(E)

(F)

SCIENCE

The MI-Access Participation Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table on the right shows your child's science scores.

Strands	Points Earned	Points Possible	
Constructing Science	3	6	(A)
Reflecting Science	2	6	(B)
Life Science	10	30	(C)
Physical Science	10	30	(D)
Earth Science	6	18	(E)
TOTAL	31	90	(F)

(G)

Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

School data are displayed in district reports only when ten or more students (valid scores) in the same school take part in the same assessment, and district data are displayed in ISD reports only when 10 or more students (valid scores) in the same district take part in the same assessment.

Since District Comprehensive Reports are not provided for P/SI, only the ISD Comprehensive Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name and code of the ISD.

Section C lists the districts for which data are reported.

Section D shows the total number of students assessed and the mean earned points for each district by content area.

Section E shows, by content area, the number of students assessed, mean earned points, and the number plus the percentage of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

ISD COMPREHENSIVE REPORT

Supported Independence
Grade 08
Fall 2013

(A)

MICHIGAN Department of Education

ISD Name: **SAMPLE ISD** (B)
ISD Code: **99**

MI-Access
Michigan's Alternate Assessment Program

(C)

	English Language Arts					Mathematics					Science				
	No. of Students Assessed	Mean Earned Points	Emerging (E) # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Earned Points	Emerging (E) # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Earned Points	Emerging (E) # and %	Attained # and %	Surpassed # and %
SAMPLE ISD	29	22	27 93%	1 3%	1 3%	29	22	10 34%	18 62%	1 3%	17	21	15 88%	1 6%	1 6%
Sample District	†					†					†				
Sample District	<					<					†				
Sample District		(D)					(D)					(D)			
Sample District	29	22	27 93%	1 3%	1 3%	29	22	10 34%	18 62%	1 3%	17	21	15 88%	1 6%	1 6%
Sample District	<					<					†				

< No scores or percents provided if less than 10 valid students
† No valid scores

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

Page 1 of 1

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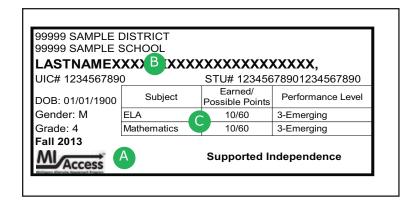
Student Record Labels

Student Record Labels are included with the Parent report for every student who participated in the MI-Access P/SI ELA, mathematics, and science assessments. They include the following information:

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the school name and code, the district name and code, the student's state UIC, the student's school ID, and other identifying information.

Section C shows the student's total earned points out of the total possible points (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard). The performance level change is also indicated when available. Invalid test reasons will also appear in this field for each subject assessed if applicable.

99999 SAMPLE DISTRICT
99999 SAMPLE SCHOOL
LASTNAMEXXXX (B) XXXXXXXXXXXXXXXXX,
UIC# 1234567890   STU# 12345678901234567890

DOB: 01/01/1900	Subject	Earned/ Possible Points	Performance Level
Gender: M	ELA	10/60	3-Emerging
Grade: 4	Mathematics	10/60	3-Emerging

Fall 2013

MI Access (A)   **Supported Independence**

MI-Access Functional Independence

Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment (grades 4, 7, and 11 only) where they can earn up to 4 points for their response to the prompt.

The score for each item (excluding expressing ideas) are added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Explaining MI-Access Scale Scores

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years.

Scale scores and performance levels are computed for Accessing Print (AP), mathematics, and science. Scale scores are not computed for Expressing Ideas (EI) as there are not enough points to determine scale scores or performance levels for these assessments. The minimum and maximum FI scores may also vary from year to year however, the cuts between the performance levels remain the same.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for accessing print, mathematics, and science. Performance level descriptors are not available for Expressing Ideas. They can be found on the MI-Access Web page (*www.mi.gov/mi-access).*

Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on

1. where a student's scale score fell within the performance level (at the high, middle, or low end); and
2. how his/her performance level changed from one year to the next.

The table below shows how performance level change is determined.

There are 8 different performance level mini-categories that a student's scale score can fall into and 5 different transitions (Significant Improvement, Improvement, Maintaining, Decline, and Significant Decline) that student's can make from one grade to the next. Performance level change is computed only in grades 4 - 8 in math and accessing print. Year-to-year data is not available to compute changes in any other content areas or grades.

Functional Independence Performance Level Change - Summary									
Previous Year MI-Access Performance Level		**Current Year MI-Access Performance Level**							
		Emerging			**Attained**		**Surpassed**		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	M	I	I	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI
Attained	Low	SD	D	D	M	I	I	SI	SI
	High	SD	SD	D	D	M	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	D	D	M
SI =Significant Improvement, I = Improvement, M = Maintaining, D = Decline, SD = Significant Decline									

Item Descriptors

The BAA made the decision in 2010 to discontinue the practice of releasing MI-Access operational assessment items. Released items have been replaced by item descriptors. There is a column on the Item Analysis reports that references the Item Descriptor numbers. The reference numbers on the reports direct users to the specific item in the Item Descriptor Booklets. The Item Descriptors are assembled into a booklet format similar to the practice of released items.

MI-Access Item Descriptor Booklets are available for each grade level for FI Mathematics and FI Science beginning with the Fall 2010 administration. The booklets provide a general description of each operational item, an indication of which response was the correct response, a description of the distractors, and includes a description of why each distractor was an incorrect response. The purpose of item descriptors is to provide educators with instructionally-relevant data about student performance on state assessments. These documents can be found at the MI-Access web page.

For FI Accessing Print and Expressing Ideas, the item descriptor booklets contain sample word study items, sample passages, passage-specific items, and sample expressing ideas prompts. This document is a compilation of prior released items for grades 3-8 and 11, encompassing several prior administrations. The FI Accessing Print and Expressing Ideas item descriptors can be found on the MI-Access web page *www.mi.gov/mi-access*

Invalid Test Score Descriptors

The MI-Access FI reports will reflect descriptors of invalid test scores on the student level reports for the first time this year. In the past administrations the invalid tests were not included in the student level reporting and excluded from all aggregated reports as well. The invalid reasons will appear on the Individual Student Reports, Roster reports, Student Record Label and the Parent report. The Parent report will be less specific however, a discrete message will instruct parents and/or guardians to contact their child's school for further information. Invalid reasons include, tested in incorrect grade, not enrolled in special education program, non-standard accommodations, prohibitive behavior, missing administrator scores, missing MSDS data, misadministrations, and incident reports. The reason descriptors will better inform results found in the reports.

FI Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access FI report, accompanied by a sample. The purpose of these sample reports is to show how various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

Individual Student Reports for Accessing Print and Expressing Ideas

An Individual Student Report is produced electronically for every student who takes part in the MI-Access Functional Independence accessing print (AP) and/or expressing ideas (EI) assessment. The report includes the following information:

Section A shows the name of the report, the asssessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS). This section will also display specific accommodations used for AP and EI individu-ally and any invalid test reason descriptor.

Section C shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total possible points; his/her scale score; his/her performance level for the current year; and, if applicable his/her performance level for the previous year along with his/her performance level change.

Section **D** provides the student scores for part one and two of the Accessing Print assessment, These include scores for word recognition, and each text comprehension items.

Section E shows the student's score for the Expressing Ideas assessment. The score will either be a number (1-4) or a letter (A-D) to indicate the reason why the response did not receive a score (available in grades 4, 7 and 11 only).

The back page of the report is available in the results section of the webpage and includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) descriptions of the Expressing Ideas condition and comment codes (grades 4, 7 and 11 only).

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT
Functional Independence - Accessing Print and Expressing Ideas
Grade 04
Fall 2013

A

MI-Access™
Michigan's Alternate Assessment Program

C

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

Student Name: **LASTNAMEXXXX XXXXXXXXXXX, FIRSTNAMEXXXXXXXXXX**

B

District Student ID: 12345678901234567890   Date of Birth: 01/01/1900   State UIC: 1234567890
Gender: M   Ethnicity: White
English Language Learner: N   Formerly LEP: N   SpecEd: Y
Accessing Print Accommodations: Braille
Expressing Ideas Accommodations: Braille

Summary of Accessing Print and Expressing Ideas

Subject	Scale Score	Earned / Possible Points	2013 Achievement Performance Level*	2012 Achievement Performance Level*	2012 → 2013 Performance Level Change
Accessing Print	2380	12/41	3M - Emerging	No Matching Student Record	
Expressing Ideas		2/4			E

EGLCE Code	Strand or Abbreviated EGLCE Descriptor D	Earned / Possible Points
	ACCESSING PRINT	**12/41**
	PART 1 - WORD RECOGNITION	**12/20**
R.WS.03.FI.EG05	Recognize frequently encountered words	12/20
	PART 2 - TEXT COMPREHENSION	**0/21**
	Narrative Passage	**0/7**
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	0/1
R.CM.03.FI.EG02	Identify main ideas and details	0/3
R.NT.03.FI.EG02	Identify story elements	0/2
	Informational Passage	**0/7**
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	0/1
R.CM.03.FI.EG02	Identify main ideas and details	0/5
R.IT.03.FI.EG03	Identify author's purpose and his/her use of text features	0/1
R.IT.03.FI.EG01	Identify informational genre	0/1
	Functional Passage	**0/7**
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	0/2
R.CM.03.FI.EG02	Identify main ideas and details	0/4
R.IT.03.FI.EG02	Identify informational text patterns	0/1
	EXPRESSING IDEAS	**2/4** E
W.GN.03.FI.EG01	Write/draw personal narrative	2/4

* L, M, and H indicate scores in the (L)ow, (M)iddle, or (H)igh ranges of the performance levels.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Individual Student Reports for Mathematics

An Individual Student Report is produced electronically for every student who takes part in the MI-Access Functional Independence mathematics assessment. The report includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS). This section will also display specific accommodations used individually and any invalid test reason descriptor.

Section C shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to:

- Geometry
- Data Analysis
- Number Sense and Numeration
- Measurement
- Numeric and Algebraic Operations (Grade 8)
- Algebra and Patterns and Relationships (Grade 11)

Section E shows the student's earned/possible poinnts for mathematics.

Section F is the student's individual responses to items by EGLCE or EB; an abbreviated descriptor of the EGLCE or EB; and earned to possible points summary.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve and the scale score range that corresponds to each performance

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT
Functional Independence
(A) Grade 04
Fall 2013
Mathematics

MI Access
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT** (B)
District Code: **99999**

Teacher Name: **LASTNAME, FIRSTNAME** (C)
Class/Group: **8888**
School Name: **SAMPLE SCHOOL**
School Code: **99999**

Student Name: **LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXXXXX**
District Student ID: 1234567890123456789 Date of Birth: 01/01/1900 State UIC: 1234567890
Gender: F   Ethnicity: White
English Language Learner: Y   Formerly LEP: Y   SpecEd: Y
Accommodations: None

Summary of Mathematics Results

Subject	Scale Score	Earned / Possible Points	2013 Achievement Performance Level*	2012 Achievement Performance Level*	2012 → 2013 Performance Level Change
Mathematics	2370	6/30	3L - Emerging	(E) No Matching Student Record	

EGLCE Code	(D) Strand or Abbreviated EGLCE Descriptor	(E) Earned / Possible Points
	MATHEMATICS TOTAL	**6/30**
	Geometry	**3/4**
G.GS.03.FI.EG01	Identify common two-dimensional shapes	1/1
G.LO.03.FI.EG02	Describe and use relative position of objects on a plane and in space	0/1
G.SR.03.FI.EG04	Predict the next element in a simple geometric pattern	2/2
	Data Analysis	**1/2**
D.RE.03.FI.EG01	Collect and explore data through counting	1/1
D.RE.03.FI.EG03	Solve problems using information in pictographs	0/1
	Numbers and Operations	**2/16**
N.FL.03.FI.EG12	Know all addition facts up to 10 + 10 and solve related subtraction problems	0/1
N.FL.03.FI.EG16	Calculate sums and differences	0/1
N.ME.03.FI.EG01	Read, write, and count whole numbers to 100	0/1
N.ME.03.FI.EG02	Recognize equivalent representations for whole numbers to 100	0/1
N.ME.03.FI.EG03	Represent whole numbers to 100	0/1
N.ME.03.FI.EG04	Compose and decompose numbers to 30	0/2
N.ME.03.FI.EG05	Compare and order numbers to 100	0/1
N.ME.03.FI.EG06	Count to 100 by 1s, 2s, 5s, and 10s	1/1
N.ME.03.FI.EG07	Understand a number line	0/1
N.ME.03.FI.EG08	Identify and place whole numbers on a number line that begins at zero	0/2
N.MR.03.FI.EG09	Create, describe, and extend simple number patterns	1/1
N.MR.03.FI.EG11	Understand the relationship between addition and subtraction	0/1
N.MR.03.FI.EG13	Apply knowledge of fact families	0/1
N.MR.03.FI.EG17	Model addition and subtraction for numbers less than 20	0/1
	Measurement	**0/8**
M.PS.03.FI.EG02	Compare the length and weight of objects	0/2
M.PS.03.FI.EG06	Solve one-step word problems	0/2
M.PS.03.FI.EG09	Add and subtract money in dollars only or in cents only	0/1
M.UN.03.FI.EG03	Use common words for the parts of the day	0/1

EGLCE Code	(D) Strand or Abbreviated EGLCE Descriptor	(E) Earned / Possible Points
	Measurement continued	**0/8**
M.UN.03.FI.EG05	Tell time on a radial or digital clock to the hour	0/1
M.UN.03.FI.EG07	Identify different denominations of coins and bills	0/1

* L, M, and H indicate scores in the (L)ow, (M)iddle, or (H)igh ranges of the performance levels.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Fall 2013 Version: 1.0   P3EDLQ003

Individual Student Reports for Science

An Individual Student Report is produced electronically for every student who takes part in the MI-Access Functional Independence science assessment. The report includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS). This section will also display specific accommodations used and any invalid test reason descriptor.

Section C shows the teacher name, class/group code (if available), school name, and school code.

Section D shows the student's score for questions that relate to:

1. Constructing New Scientific Knowledge
2. Reflecting on Scientific Knowledge

3. Using Life Science Knowledge
4. Using Physical Science Knowledge
5. Using Earth Science Knowledge

Student responses are also reported by EB, strand and abbreviated descriptors and earned/possible points.

Section E shows the student's performance summary, including his/her earned points; the total points possible; his/her scale score and his/her performance level for the current year.

Section F is the student's total score for science.

The back page of the report is available in the results section of the webpage and includesthe performance levels students can achieve and the scale score range that corresponds to each performance level.

INDIVIDUAL STUDENT REPORT
Functional Independence
Grade 05
Fall 2013
Science

A

District Name: **SAMPLE DISTRICT**
District Code: **99999**

B

Student Name: **LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXXXXX**
District Student ID: 12345678901234567890   Date of Birth: 01/01/1900   State UIC: 1234567890
Gender: M   Ethnicity: Hispanic of Any Race
English Language Learner: N   Formerly LEP: N   SpecEd: Y
Accommodations: None

Teacher Name:
Class/Group:
School Name: **SAMPLE SCHOOL**
School Code: **99999**

C

Summary of Science Results

Subject	Scale Score	Earned / Possible Points	2013 Achievement Performance Level
Science	2450	8/35	3 - Emerging

E

EGLCE Code	Strand or Abbreviated EGLCE Descriptor	Earned /Possible Points
	SCIENCE TOTAL	**8/35**
	Constructing New Scientific Knowledge	**1/2**
C.CN.FI.EB.I.1.e.1a	Identify and/or generate questions about the world based on observation	0/1
C.CN.FI.EB.I.1.e.4a	Identify simple measurement tools and their uses	1/1
	Reflecting on Scientific Knowledge	**2/2**
R.RO.FI.EB.II.1.e.1a	Distinguish between observations and inferences in science	1/1
R.RO.FI.EB.II.1.e.3a	Identify ways in which technology is used in everyday life	1/1
	Using Life Science Knowledge	**5/13**
L.EC.FI.EB.III.5.e.2a	Identify the basic requirements for all living things to maintain their existence	0/1
L.EC.FI.EB.III.5.e.3a	Identify systems that encourage the growth of particular plants or animals	0/1
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	0/1
L.EV.FI.EB.III.4.e.2a	Identify how an animal may adapt to its environment	0/1
L.HE.FI.EB.III.3.e.1a	Identify how parents and their young look alike	0/2
L.OR.FI.EB.III.2.e.1a	Identify characteristics of observable body parts in a variety of animals	2/2
L.OR.FI.EB.III.2.e.2a	Identify observable physical characteristics that distinguish plants from animals	1/1
L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms	1/1
L.OR.FI.EB.III.2.e.4a	Identify the basic life requirements of plants and animals	1/2
L.OR.FI.EB.III.2.e.5a	Identify functions of selected seed plant parts	0/1
	Using Physical Science Knowledge	**0/12**
P.CM.FI.EB.IV.2.e.1a	Identify common physical changes in matter	0/1
P.CM.FI.EB.IV.2.e.2a	Prepare mixtures and separate them into their component parts	0/3
P.ME.FI.EB.IV.1.e.2a	Identify properties of materials that make them useful	0/1
P.ME.FI.EB.IV.1.e.4a	Identify and/or construct simple, useful electrical circuits	0/1
P.ME.FI.EB.IV.1.m.3ADDe	Identify mixtures or components of mixtures	0/1
P.MO.FI.EB.IV.3.e.1a	Describe motions of common objects in terms of speed and direction	0/1
P.MO.FI.EB.IV.3.e.3a	Identify patterns of interaction of magnetic materials	0/1
P.WV.FI.EB.IV.4.e.2a	Identify and/or recognize how sounds are made	0/1
P.WV.FI.EB.IV.4.e.3a	Identify and/or use prisms and filters with light sources to produce various colors	0/1
P.WV.FI.EB.IV.4.e.4a	Identify and/or explain how shadows are made	0/1

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Rosters (Class, School, and District)

The MI-Access Functional Independence rosters for class, school, and district are identical in format. For that reason, only Class Rosters—one for accessing print, one for mathematics, and one for science—are included in this guide. The reports include the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean scale score.

Section C indicates the classroom teacher's name, the class/group code (if available), the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth (DOB).
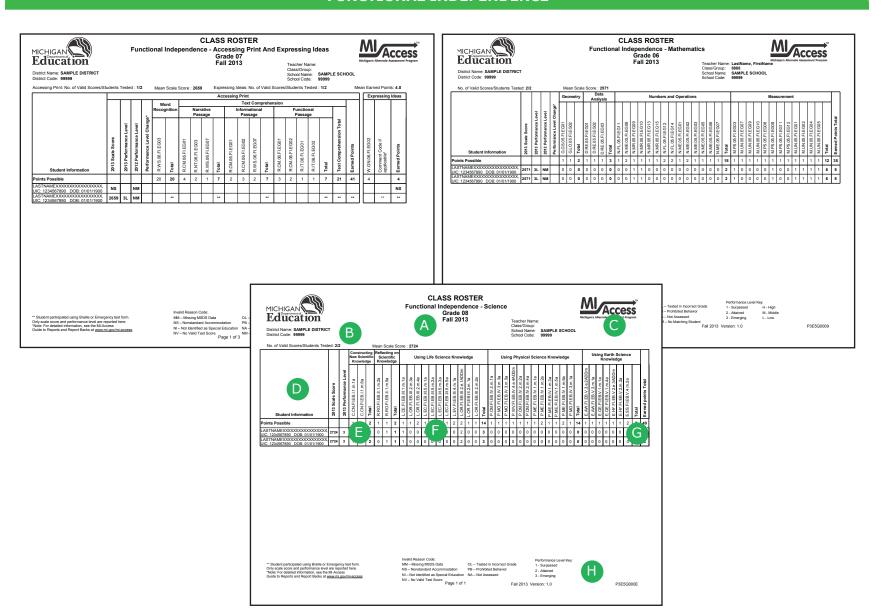
Section E shows the student's scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section F shows the student's scores by assessment component (for accessing print) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed. Any invalid test reason desriptor would also appear in the student row if appplicable.

Section G shows the student's total earned points for the assessment.

Section H provides more detailed information about the report.

The back page of the report is available in the results section of the webpage and include the performance levels students can achieve, the scale score range that corresponds to each performance level, and on the Accessing Print and Expressing Ideas (grades 4, 7, and 11) roster, descriptions of the expressing ideas condition and comment codes.

Accessing Print And Expressing Ideas (Grade 07)

CLASS ROSTER
Functional Independence - Accessing Print And Expressing Ideas
Grade 07
Fall 2013

MICHIGAN Department of Education

MI-Access — Michigan's Alternate Assessment Program

District Name: SAMPLE DISTRICT
District Code: 99999

Teacher Name:
Class/Group:
School Name: SAMPLE SCHOOL
School Code: 99999

Accessing Print: No. of Valid Scores/Students Tested : 1/2   Mean Scale Score : 2659   Expressing Ideas: No. of Valid Scores/Students Tested : 1/2   Mean Earned Points: 4.0

Student Information	2013 Scale Score	2013 Performance Level	2012 Performance Level	Performance Level Change*	Word Recognition		Narrative Passage				Informational Passage			Functional Passage				Text Comprehension Total	Earned Points	Expressing Ideas		Earned Points
					R.WS.06.FI.EG03	Total	R.CM.06.FI.EG01	R.NT.06.FI.EG03	R.WS.06.FI.EG07	Total	R.CM.06.FI.EG01	R.WS.06.FI.EG07	Total	R.CM.06.FI.EG01	R.CM.06.FI.EG02	R.IT.06.FI.EG01	R.IT.06.FI.EG02	Total			W.GN.06.FI.EG02	Comment Code if applicable*	
Points Possible					20	20	4	2	1	7	2	3	2	7	3	2	1	1	7	21	41	4		4
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	NS		NM																					NS
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	2659	3L	NM				**			**			**		**	**	**		**	**		**		**

** Student participated using Braille or Emergency test form.
Only scale score and performance level are reported here.
*Note: For detailed information, see the MI-Access
Guide to Reports and Report Backs at www.mi.gov/mi-access.

Invalid Reason Code:
MM – Missing MSDS Data
NS – Nonstandard Accommodation
NI – Not Identified as Special Education
NV – No Valid Test Score
OL –

Page 1 of 3

Mathematics (Grade 06)

CLASS ROSTER
Functional Independence - Mathematics
Grade 06
Fall 2013

MICHIGAN Department of Education

MI-Access — Michigan's Alternate Assessment Program

District Name: SAMPLE DISTRICT
District Code: 99999

Teacher Name: LastName, FirstName
Class/Group: 8888
School Name: SAMPLE SCHOOL
School Code: 99999

No. of Valid Scores/Students Tested : 2/2   Mean Scale Score : 2571

Student Information	2013 Scale Score	2013 Performance Level	2012 Performance Level	Performance Level Change*	Geometry		Data Analysis				Numbers and Operations																		Measurement													Earned Points Total
					G.GS.05.FI.EG01	G.LO.05.FI.EG02	Total	D.RE.05.FI.EG01	D.RE.05.FI.EG02	D.RE.05.FI.EG03	Total	N.FL.05.FI.EG11	N.ME.05.FI.EG08	N.MR.05.FI.EG09	N.MR.05.FI.EG10	N.MR.05.FI.EG13	N.MR.05.FI.EG15	N.FL.05.FI.EG12	N.FL.05.FI.EG14	N.ME.05.FI.EG01	N.ME.05.FI.EG02	N.ME.05.FI.EG03	N.ME.05.FI.EG05	N.ME.05.FI.EG06	N.ME.06.FI.EG07	Total	M.PS.05.FI.EG03	M.UN.05.FI.EG07	M.UN.05.FI.EG09	M.UN.05.FI.EG10	M.PS.05.FI.EG06	M.PS.05.FI.EG08	M.PS.05.FI.EG11	M.PS.05.FI.EG12	M.UN.05.FI.EG01	M.UN.05.FI.EG02	M.UN.05.FI.EG04	M.UN.05.FI.EG05	Total	
Points Possible					1	1	2	1	1	1	3	2	1	1	1	1	2	2	1	2	1	1	1	1	18	1	1	1	1	1	1	1	1	1	1	1	12	35
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	2571	3L	NM		0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	0	0	1	1	1	1	6	8
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	2571	3L	NM		0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	0	0	1	1	1	1	6	8

– Tested in Incorrect Grade
– Prohibited Behavior
– Not Assessed
– No Matching Student

Performance Level Key:
1 - Surpassed   H - High
2 - Attained   M - Middle
3 - Emerging   L - Low

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Science (Grade 08)

CLASS ROSTER
Functional Independence - Science
Grade 08
Fall 2013

MICHIGAN Department of Education

MI-Access — Michigan's Alternate Assessment Program

District Name: SAMPLE DISTRICT
District Code: 99999

Teacher Name:
Class/Group:
School Name: SAMPLE SCHOOL
School Code: 99999

No. of Valid Scores/Students Tested : 2/2   Mean Scale Score : 2724

Student Information	2013 Scale Score	2013 Performance Level	Constructing New Scientific Knowledge		Reflecting on Scientific Knowledge		Using Life Science Knowledge											Using Physical Science Knowledge											Using Earth Science Knowledge							Earned points Total
			C.CN.FI.EB.I.1.m.1a	C.CN.FI.EB.I.1.m.6a	Total	R.RO.FI.EB.II.1.m.2a	R.RO.FI.EB.II.1.m.5a	Total	L.OE.FI.EB.III.1.m.1a	L.OR.FI.EB.III.2.m.3a	L.OR.FI.EB.III.5.m.2a	L.EC.FI.EB.III.5.m.3a	L.EC.FI.EB.III.5.m.2a	L.EC.FI.EB.III.5.m.3a	L.EV.FI.EB.III.4.m.1a	L.OR.FI.EB.III.2.e.1A01m	L.OR.FI.EB.III.2m.1a	L.OR.FI.EB.III.2.m.2a	Total	P.CM.FI.EB.IV.2.m.1a	P.MO.FI.EB.IV.3.m.3a	P.MO.FI.EB.IV.3.m.5a	P.WV.FI.EB.IV.4.a.4A0Dm	P.CM.FI.EB.IV.2.m.2a	P.CM.FI.EB.IV.2.m.4a	P.ME.FI.EB.IV.1.m.2a	P.ME.FI.EB.IV.1.m.3a	P.ME.FI.EB.IV.1.m.5a	P.ME.FI.EB.IV.1.m.6a	P.MO.FI.EB.IV.3.m.1a	Total	E.AW.FI.EB.V.3.e.2A0Dm	E.AW.FI.EB.V.3.m.1a	E.GE.FI.EB.V.1.m.4a	E.HY.FI.EB.V.2.a.2A0Dm	E.HY.FI.EB.V.2.m.2a	E.SS.FI.EB.V.4.m.2a	Total	
Points Possible			1	1	2	1	1	2	1	1	2	1	1	2	1	1	1	1	14	1	1	1	1	1	1	2	1	1	2	1	14	1	1	1	1	1	2	40
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	2724	3	0	1	1	0	0	0	0	0	2	0	0	3																		0							0	
LASTNAMEXXXXXXXXXXXXXXXXX, UIC: 1234567890 DOB: 01/01/1900	2724	3	2	0	1	1	0	0	0	0	0	2	0	0	3																	0							0	

** Student participated using Braille or Emergency test form.
Only scale score and performance level are reported here.
*Note: For detailed information, see the MI-Access
Guide to Reports and Report Backs at www.mi.gov/mi-access.

Invalid Reason Code:
MM – Missing MSDS Data
NS – Nonstandard Accommodation
NI – Not Identified as Special Education
NV – No Valid Test Score
OL – Tested in Incorrect Grade
PB – Prohibited Behavior
NA – Not Assessed

Performance Level Key:
1 - Surpassed
2 - Attained
3 - Emerging

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Fall 2013 Version: 1.0   P3E5Q000E

Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way, only the District Summary Report is included in this guide. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data. For accessing print and mathematics reports in grades 4-8, and 11 the year-to-year performance-level change is included. The report shown in this guide includes the following information:

Section A shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for the current year and for the previous 2 years and the first year this assessment was administered.

Section D shows the percentage of students by performance level change between categories from last year to the current year and by discrete performance level transitions. (See the year-to-year chart on page 36 that explains the specific transitions)

Section E shows a summary of the number and percent of students assessed in the current year that were matched to the previous year.

Section F shows as a distribution, the number and percent of students that earned scores in particular scale score ranges. This chart provides a graphic display of student performance by achievement levels.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

Note: For the grade 11 spring 2014 reports the MDE will report historical data for the current year plus the last 3 years on this report.

MICHIGAN Department of **Education**

B

SCHOOL SUMMARY REPORT
Functional Independence - Mathematics

A **Grade 08**
Fall 2013

MI-Access™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

School Name: **SAMPLE SCHOOL**
School Code: **99999**

C **ACHIEVEMENT - SUMMARY**

Year	No. of Students Assessed	Mean Scale Score	Number and Percent of Students					
			Emerging #	%	Attained #	%	Surpassed #	%
2013	14	**2812**	5	35.7	3	21.4	6	42.9
2012	NA							
2011	NA							
2005	NA							

D **PERFORMANCE LEVEL CHANGE – YEAR-TO-YEAR TRANSITIONS (Mathematics)**
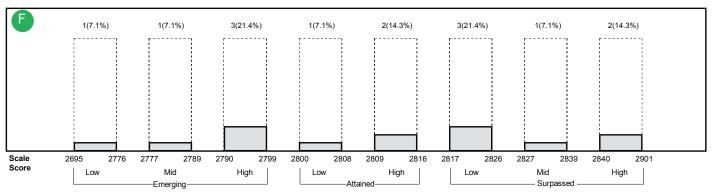
Number of Students by Performance Level Change										
FALL 2012		**Fall 2013**								
		Emerging			Attained		Surpassed			
		Low	Mid	High	Low	High	Low	Mid	High	
Emerging	Low	*	*	*	*	*	*	*	*	
	Mid	*	*	*	*	*	*	*	*	
	High	*	*	*	*	*	*	*	*	
Attained	Low	*	*	*	*	*	*	*	*	
	High	*	*	*	*	*	*	*	*	
Surpassed	Low	*	*	*	*	*	*	*	*	
	Mid	*	*	*	*	*	*	*	*	
	High	*	*	*	*	*	*	*	*	

PERFORMANCE LEVEL CHANGE - SUMMARY (Mathematics)

Years Summarized		Performance Level Change				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
E **2012 & 2013**	Number	*	*	*	*	*
	Percent	*	*	*	*	*

Total number of students in 2013 and matched to 2012: <10 students matched.

Fall 2013 FREQUENCY DISTRIBUTION – Mathematics

F

| 1(7.1%) | 1(7.1%) | 3(21.4%) | 1(7.1%) | 2(14.3%) | 3(21.4%) | 1(7.1%) | 2(14.3%) |

Scale Score	2695	2776	2777	2789	2790	2799	2800	2808	2809	2816	2817	2826	2827	2839	2840	2901
	Low		Mid		High		Low		High		Low		Mid		High	
	Emerging						Attained				Surpassed					

NA = Not Applicable   * < 10 students matched

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Data System (MSDS). Data are displayed only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Demographic Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

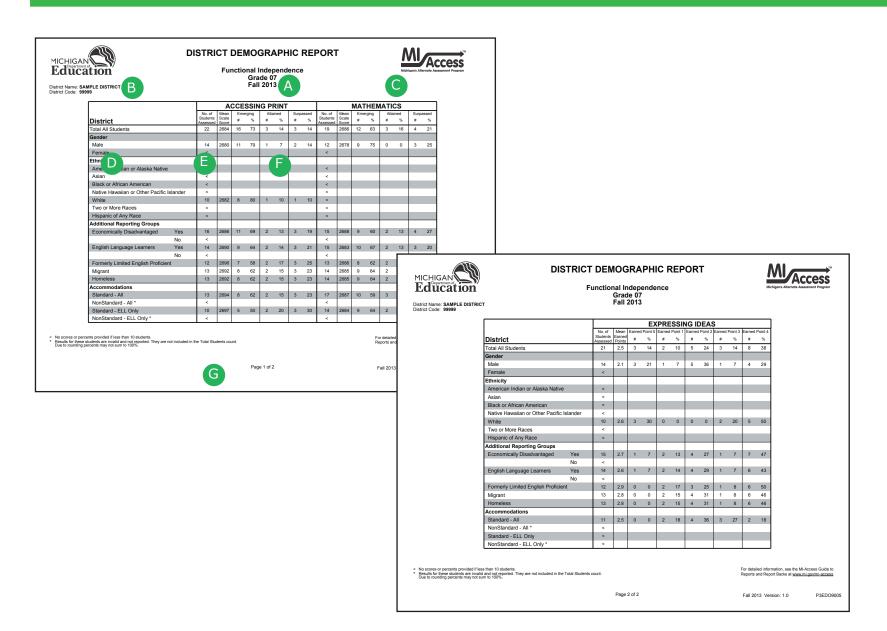**Section B** shows the name of the district and the district code.

Section C shows the school name, and school code.

Section D includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

Section E shows, by content area, the total number of students assessed and the mean scale score for each group.

Section F shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

Section G provides more detailed information about the report.

DISTRICT DEMOGRAPHIC REPORT

Functional Independence
Grade 07
Fall 2013

MICHIGAN Department of Education

MI-Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

District	ACCESSING PRINT No. of Students Assessed	Mean Scale Score	Emerging #	%	Attained #	%	Surpassed #	%	MATHEMATICS No. of Students Assessed	Mean Scale Score	Emerging #	%	Attained #	%	Surpassed #	%
Total All Students	22	2684	16	73	3	14	3	14	19	2686	12	63	3	16	4	21
Gender																
Male	14	2680	11	79	1	7	2	14	12	2678	9	75	0	0	3	25
Female	<								<							
Ethnicity																
American Indian or Alaska Native									<							
Asian	<								<							
Black or African American	<								<							
Native Hawaiian or Other Pacific Islander	<								<							
White	10	2682	8	80	1	10	1	10	<							
Two or More Races	<								<							
Hispanic of Any Race	<								<							
Additional Reporting Groups																
Economically Disadvantaged Yes	16	2686	11	69	2	13	3	19	15	2688	9	60	2	13	4	27
No	<								<							
English Language Learners Yes	14	2690	9	64	2	14	3	21	15	2683	10	67	2	13	3	20
No	<								<							
Formerly Limited English Proficient	12	2696	7	58	2	17	3	25	13	2686	8	62	2			
Migrant	13	2692	8	62	2	15	3	23	14	2685	9	64	2			
Homeless	13	2692	8	62	2	15	3	23	14	2685	9	64	2			
Accommodations																
Standard - All	13	2694	8	62	2	15	3	23	17	2687	10	59	3			
NonStandard - All *	<								<							
Standard - ELL Only	10	2697	5	50	2	20	3	30	14	2684	9	64	2			
NonStandard - ELL Only *	<								<							

< No scores or percents provided if less than 10 students.
* Results for these students are invalid and not reported. They are not included in the Total Students count.
Due to rounding percents may not sum to 100%.

For detailed information, see the MI-Access Guide to Reports and...

Page 1 of 2   Fall 2013

DISTRICT DEMOGRAPHIC REPORT

Functional Independence
Grade 07
Fall 2013

MICHIGAN Department of Education

MI-Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

District	EXPRESSING IDEAS No. of Students Assessed	Mean Earned Points	Earned Point 0 #	%	Earned Point 1 #	%	Earned Point 2 #	%	Earned Point 3 #	%	Earned Point 4 #	%
Total All Students	21	2.5	3	14	2	10	5	24	3	14	8	38
Gender												
Male	14	2.1	3	21	1	7	5	36	1	7	4	29
Female	<											
Ethnicity												
American Indian or Alaska Native	<											
Asian	<											
Black or African American	<											
Native Hawaiian or Other Pacific Islander	<											
White	10	2.6	3	30	0	0	0	0	2	20	5	50
Two or More Races	<											
Hispanic of Any Race	<											
Additional Reporting Groups												
Economically Disadvantaged Yes	15	2.7	1	7	2	13	4	27	1	7	7	47
No	<											
English Language Learners Yes	14	2.6	1	7	2	14	4	29	1	7	6	43
No	<											
Formerly Limited English Proficient	12	2.9	0	0	2	17	3	25	1	8	6	50
Migrant	13	2.8	0	0	2	15	4	31	1	8	6	46
Homeless	13	2.8	0	0	2	15	4	31	1	8	6	46
Accommodations												
Standard - All	11	2.5	0	0	2	18	4	36	3	27	2	18
NonStandard - All *	<											
Standard - ELL Only	<											
NonStandard - ELL Only *	<											

< No scores or percents provided if less than 10 students.
* Results for these students are invalid and not reported. They are not included in the Total Students count.
Due to rounding percents may not sum to 100%.

For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

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Item Analysis Reports for Accessing Print and Expressing Ideas (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for accessing print and expressing ideas is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EGLCE or EB assessed by the accessing print component; an abbreviated description of the EG-

LCE or EB; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section D shows the expressing ideas prompt; the code for the EGLCE or EB assessed; an abbreviated descriptor of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each ccondition code.

Section E indicates the number and percent of students who received each comment code for the expressing ideas prompt.

The back page of the report is available in the results section of the webpage and include descriptions of the expressing ideas condition and comment codes.

MICHIGAN Department of **Education**

DISTRICT ITEM ANALYSIS REPORT
Functional Independence - Accessing Print and Expressing Ideas
Ⓐ Grade 04
Fall 2013

MI/Access™
Michigan's Alternate Assessment Program

Ⓑ District Name: **SAMPLE DISTRICT**
District Code: **99999**

No. of Students Assessed = 15

MULTIPLE CHOICE							
Strand Ⓒ Abbreviated EGLCE Descriptor	EGLCE Code	**PERCENT RESPONDING**					
		A %	B %	C %	Omit %	Multi %	
PART 1 - WORD RECOGNITION							
Recognize frequently encountered words	R.WS.03.FI.EG05	0	0	100+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	0	100+	0	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	0	0	100+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	100+	0	0	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	0	0	100+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	0	100+	0	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	93+	7	0	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	7	0	93+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	0	33	67+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	27	7	67+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	27	0	67+	0	7	
Recognize frequently encountered words	R.WS.03.FI.EG05	67+	7	20	7	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	40	47+	7	7	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	47+	47	7	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	47+	0	53	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	40	7	47+	7	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	27	40	33+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	40	27	33+	0	0	
Recognize frequently encountered words	R.WS.03.FI.EG05	20	20	33+	20	7	
Recognize frequently encountered words	R.WS.03.FI.EG05	33	33+	20	0	13	
PART 2 - TEXT COMPREHENSION - Narrative Passage							
Identify main ideas and details	R.CM.03.FI.EG02	33+	33	27	0	7	
Identify main ideas and details	R.CM.03.FI.EG02	33	27+	40	0	0	
Use context clues	R.WS.03.FI.EG08	7	27+	60	0	7	

MULTIPLE CHOICE							
Strand Ⓒ Abbreviated EGLCE Descriptor	EGLCE Code	**PERCENT RESPONDING**					
		A %	B %	C %	Omit %	Multi %	
PART 2 - TEXT COMPREHENSION - Narrative Passage							
Identify story elements	R.NT.03.FI.EG02	33	13	27+	0	27	
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	47	27	27+	0	0	
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	20+	0	80	0	0	
Identify author's purpose and his/her use of illustrations	R.NT.03.FI.EG04	20+	27	40	0	13	
PART 2 - TEXT COMPREHENSION - Informational Passage							
Identify main ideas and details	R.CM.03.FI.EG02	40	47	13+	0	0	
Use context clues	R.WS.03.FI.EG08	13+	40	20	27	0	
Identify main ideas and details	R.CM.03.FI.EG02	33	47	13+	7	0	
Identify main ideas and details	R.CM.03.FI.EG02	13+	60	0	0	27	
Use context clues	R.WS.03.FI.EG08	13+	33	33	0	20	
Identify author's purpose and his/her use of text features	R.IT.03.FI.EG03	47	7+	27	7	13	
Identify informational genre	R.IT.03.FI.EG01	7+	47	33	7	7	
PART 2 - TEXT COMPREHENSION - Functional Passage							
Identify author's purpose and his/her use of text features	R.IT.03.FI.EG03	40	40	7+	7	7	
Use context clues	R.WS.03.FI.EG08	7+	13	53	27	0	
Identify main ideas and details	R.CM.03.FI.EG02	60	13	7+	20	0	
Identify main ideas and details	R.CM.03.FI.EG02	33	53	7+	7	0	
Identify main ideas and details	R.CM.03.FI.EG02	33	60	7+	0	0	
Identify main ideas and details	R.CM.03.FI.EG02	0+	47	40	7	7	
Make inferences, predictions, and conclusions	R.CM.03.FI.EG01	27	47	0+	20	7	

Expressing Ideas: No. of Students Assessed = 15

EXPRESSING IDEAS										
Ⓓ EGLCE Code	Abbreviated EGLCE Descriptor	**Percent of Students at Each Score Based on 4-point Rubric**				**Percent of Students Receiving Condition Codes**				
		4	3	2	1	A	B	C	D	
W.GN.03.FI.EG03	Write/draw informational piece	0	33	40	13	0	7	0	7	

Percent of Students Receiving Comment Codes															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
0	0	0	0	6	6	13	6	19	6	13	19	0	0	6	6

Ⓔ

Students using a Braille or Emergency test form or with invalid test scores are not included in the Item Analysis Report.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

+ = Correct Response
Due to rounding, percents may not sum to 100%.

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Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Item Analysis Report for mathematics is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C shows the school name, and school code.

Section D provides the code for the EGLCE or EB assessed by strand and topic; and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section E provides more detailed information about the report.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

SCHOOL ITEM ANALYSIS REPORT
Functional Independence - Mathematics
Grade 06
Fall 2013

MICHIGAN Department of Education

MI-Access™
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

School Name: **SAMPLE SCHOOLNAME**
School Code: **99999**

No. of Students Assessed = 2

MULTIPLE CHOICE

Strand / Topic	Item Descriptor Number	EGLCE Code	A %	B %	C %	Omit %	Multi %
Geometry							
Identify and describe shapes	10	G.LO.05.FI.EG02	0+	0	100	0	0
Identify and describe shapes	25	G.GS.05.FI.EG01	100	0+	0	0	0
Data Analysis							
Explore data	11	D.RE.05.FI.EG03	100	0+	0	0	0
Explore data	18	D.RE.05.FI.EG02	100	0	0+	0	0
Explore data	19	D.RE.05.FI.EG01	0	0+	100	0	0
Numbers and Operations							
Count, write, and order whole numbers	1	N.MR.05.FI.EG10	100+	0	0	0	0
Count, write, and order whole numbers	2	N.MR.05.FI.EG09	100+	0	0	0	0
Count, write, and order whole numbers	9	N.ME.05.FI.EG08	100	0	0+	0	0
Count, write, and order whole numbers	17	N.ME.05.FI.EG03	100	0+	0	0	0
Count, write, and order whole numbers	20	N.ME.05.FI.EG02	0+	100	0	0	0
Count, write, and order whole numbers	21	N.ME.05.FI.EG06	0	100	0+	0	0
Count, write, and order whole numbers	22	N.ME.05.FI.EG01	0+	0	0	0	100
Compute with whole numbers	23	N.MR.05.FI.EG13	0	0+	100	0	0
Count, write, and order whole numbers	24	N.ME.05.FI.EG05	0+	0	0	100	0
Count, write, and order whole numbers	26	N.ME.05.FI.EG08	100	0	0+	0	0
Count, write, and order whole numbers	27	N.ME.05.FI.EG02	0	0+	0	100	0
Compute with whole numbers	28	N.FL.05.FI.EG11	0+	100	0	0	0
Count, write, and order whole numbers	30	N.ME.05.FI.EG07	0	100	0+	0	0
Problem solving and estimation	31	N.FL.05.FI.EG14	0+	0	100	0	0
Problem solving and estimation	32	N.MR.05.FI.EG15	0	100	0+	0	0
Compute with whole numbers	33	N.FL.05.FI.EG12	0	0+	100	0	0
Problem solving and estimation	34	N.FL.05.FI.EG14	0	0+	0	0	100
Compute with whole numbers	35	N.FL.05.FI.EG12	100	0+	0	0	0
Measurement							
Measure and use units	3	M.UN.05.FI.EG01	0	100+	0	0	0
Measure and use units	4	M.PS.05.FI.EG03	100+	0	0	0	0
Measure and use units	5	M.UN.05.FI.EG05	0	100+	0	0	0

MULTIPLE CHOICE

Strand / Topic	Item Descriptor Number	EGLCE Code	A %	B %	C %	Omit %	Multi %
Measurement							
Measure and use units	6	M.UN.05.FI.EG02	0	0	100+	0	0
Measure and use units	7	M.UN.05.FI.EG04	0	0	100+	0	0
Measure and use units	8	M.PS.05.FI.EG08	0	0	100+	0	0
Measure and use units	12	M.UN.05.FI.EG07	100	0	0+	0	0
Money	13	M.PS.05.FI.EG11	100	0	0+	0	0
Money	14	M.UN.05.FI.EG09	100	0	0+	0	0
Money	15	M.UN.05.FI.EG10	0+	0	100	0	0
Money	16	M.PS.05.FI.EG12	0	0+	0	100	0
Measure and use units	29	M.PS.05.FI.EG06	0+	100	0	0	0

Please see the Item Descriptor Booklets at www.mi.gov/mi-access for more information on the EGLCEs/EBs assessed.
Students using a Braille or Emergency test form or with invalid test scores are not included in the Item Analysis Report.
For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.
This report is for school use only. It may contain data that could be used to identify individual student(s) data.

+ = Correct Response
Due to rounding, percents may not sum to 100%.

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Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EB assessed by strand and standard; an item descriptor number and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

Section D provides more detailed information about the report.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT
Functional Independence - Science
Grade 08
Fall 2013

(A)

MI Access — Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999** (B)

No. of Students Assessed = 6

MULTIPLE CHOICE

Strand (C) Standard	Item Descriptor Number	EB Code	PERCENT RESPONDING A %	B %	C %	Omit %	Multi %
Constructing New Scientific Knowledge							
Constructing New Scientific Knowledge	1	C.CN.FI.EB.I.1.m.1a	0	0	100+	0	0
Constructing New Scientific Knowledge	2	C.CN.FI.EB.I.1.m.6a	0	0	100+	0	0
Reflecting on Scientific Knowledge							
Reflecting on Scientific Knowledge	3	R.RO.FI.EB.II.1.m.5a	0	0	100+	0	0
Reflecting on Scientific Knowledge	10	R.RO.FI.EB.II.1.m.2a	67+	0	33	0	0
Using Life Science Knowledge							
Cells	4	L.CE.FI.EB.III.1.m.1a	100+	0	0	0	0
Organization of Living Things	5	L.OR.FI.EB.III.2.e.1ADDm	100+	0	0	0	0
Organization of Living Things	6	L.OR.FI.EB.III.2.e.1ADDm	0	100+	0	0	0
Organization of Living Things	7	L.OR.FI.EB.III.2.m.4a	0	33	67+	0	0
Organization of Living Things	8	L.OR.FI.EB.III.2.m.1a	67+	0	0	33	0
Organization of Living Things	9	L.OR.FI.EB.III.2.m.2a	67+	33	0	0	0
Organization of Living Things	11	L.OR.FI.EB.III.2.m.3a	0	50+	50	0	0
Organization of Living Things	12	L.OR.FI.EB.III.2.m.4a	50	50+	0	0	0
Evolution	13	L.EV.FI.EB.III.4.m.1a	50	0	50+	0	0
Evolution	14	L.EV.FI.EB.III.4.m.1a	33	17	50+	0	0
Ecosystems	15	L.EC.FI.EB.III.5.m.3a	17	50+	33	0	0
Ecosystems	16	L.EC.FI.EB.III.5.m.2a	50+	50	0	0	0
Ecosystems	17	L.EC.FI.EB.III.5.m.1a	17	50+	0	0	33
Ecosystems	18	L.EC.FI.EB.III.5.m.5a	17	0	50+	0	33
Using Physical Science Knowledge							
Matter and Energy	19	P.ME.FI.EB.IV.1.m.1a	50+	0	33	17	0
Matter and Energy	20	P.ME.FI.EB.IV.1.m.2a	50+	17	0	33	0
Matter and Energy	21	P.ME.FI.EB.IV.1.m.2a	33	50+	0	17	0
Matter and Energy	22	P.ME.FI.EB.IV.1.m.3a	17	0	50+	33	0
Matter and Energy	23	P.ME.FI.EB.IV.1.m.6a	50	50+	0	0	0
Matter and Energy	24	P.ME.FI.EB.IV.1.m.5a	0	50	33+	17	0
Matter and Energy	25	P.ME.FI.EB.IV.1.m.6a	67	33+	0	0	0
Changes in Matter	26	P.CM.FI.EB.IV.2.m.1a	33+	33	33	0	0
Changes in Matter	27	P.CM.FI.EB.IV.2.m.2a	0	33+	67	0	0

Strand (C) Standard	Item Descriptor Number	EB Code	PERCENT RESPONDING A %	B %	C %	Omit %	Multi %
Using Physical Science Knowledge							
Changes in Matter	28	P.CM.FI.EB.IV.2.m.4a	33+	50	0	17	0
Motion of Objects	29	P.MO.FI.EB.IV.3.m.1a	33+	67	0	0	0
Motion of Objects	30	P.MO.FI.EB.IV.3.m.5a	50	17+	0	0	33
Waves and Vibrations	31	P.WV.FI.EB.IV.4.e.4ADDm	17+	50	17	0	17
Motion of Objects	32	P.MO.FI.EB.IV.3.m.3a	17+	50	0	33	0
Using Earth Science Knowledge							
Geosphere	33	E.GE.FI.EB.V.1.m.4a	17+	17	67	0	0
Geosphere	34	E.GE.FI.EB.V.1.m.1a	17+	50	33	0	0
Hydrosphere	35	E.HY.FI.EB.V.2.m.2a	17+	33	17	0	33
Hydrosphere	36	E.HY.FI.EB.V.2.e.3ADDm	33	50	17+	0	0
Atmosphere and Weather	37	E.AW.FI.EB.V.3.m.1a	0	17+	83	0	0
Solar System, Galaxy, and Universe	38	E.SS.FI.EB.V.4.m.2a	83	0+	17	0	0
Atmosphere and Weather	39	E.AW.FI.EB.V.3.e.2ADDm	33	0+	50	0	17
Solar System, Galaxy, and Universe	40	E.SS.FI.EB.V.4.m.2a	0+	67	0	33	0

Please see the Item Descriptor Booklets at www.mi.gov/mi-access for more information on the EGLCEs/EBs assessed. Students using a Braille or Emergency test form or with invalid test scores are not included in the Item Analysis Report. For detailed information, see the MI-Access Guide to Reports and Report Backs at www.mi.gov/mi-access.

+ = Correct Response
Due to rounding, percents may not sum to 100%.

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(D)

Parent Reports

Parent reports are designed to provide customized student assessment information to the parents or guardians of each student assessed and should be distributed to parents or guardians as soon after receiving them. The Parent Reports include the following information:

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

Section C includes a table showing the scale scores and the performance levels the student achieved by content area in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable.

Section D shows the student's performance level change from last year to the current year, and describes how the change was determined.

Section E provides detailed information on the components of the Accessing Print assessment, and how the student performed by as-sessment component and overall.

Section F shows where the student's scale score is in the range of scale scores possible and the corresponding performance level.

Section G provides detailed information on the strands included in the mathematics assessment, and how the student performed by as-sessment strand and overall.

Section H shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.

Section I provides detailed information on the strands included in the science assessment, and how the student performed by assess-ment strand and overall.

Section J shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

For any reason that a student did not receive a valid score on any subject, a discrete message will be displayed in section E, F, and G, instructing parents to contact the school for further information. If the student was not assessed in a specific subject a message will also be displayed accordingly.

Parent Report
Functional Independence
Grade 07
Fall 2013

MICHIGAN Department of Education

MI-Access
Michigan's Alternate Assessment Program

District Name: **SAMPLE DISTRICT**
District Code: **99999**

School Name: **SAMPLE SCHOOL**
School Code: **99999**

Report For:

FIRSTNAMEXXXXXX XXXXXXXXXX X LASTNAMEXXXXXXX
UIC: 1234567890

Dear Parent or Guardian:

In fall 2013, your student took part in the MI-Access Functional Independence assessments, which are used, along with other information, to determine what students appropriately know and are able to do in English language arts and mathematics in grades 3 through 8 and science in grades 5 and 8. These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity your student's Individualized Education Program (IEP) Team determined is appropriate for your student. For more information on expectations and benchmarks, please visit www.mi.gov/mi-access.

The results for your student are shown in the table below. I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. State assessment results can be used, together with other assessment and classroom performance information, to provide a more complete picture of student achievement and to plan for future learning.

Parents/guardians and teachers have a greater chance of helping students succeed when they team up to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my student's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my student need additional work?
- What can we do at school and at home to provide opportunities for my student to improve?
- To what extent is the daily instruction my student receives tied to the content assessed?

The following page of this report describes the assessments administered at your student's grade level and provides details about your student's performance. I hope you find this information helpful and informative.

Sincerely,

Michael P. Flanagan
State Superintendent
Michigan Department of Education

Performance Level Descriptors

Level 1: Surpassed Performance Standard
The student's performance has met and surpassed the Extended Grade Level Content Expectations defined for Michigan students.

Level 2: Attained Performance Standard
The student's performance has met the Extended Grade Level Content Expectations defined for Michigan students.

Level 3: Emerging Toward Performance Standard
The student's performance has not met the Extended Grade Level Content Expectations defined for Michigan students.

For more information, please visit
www.mi.gov/mi-access

RESULTS FOR YOUR CHILD

Subject	2013 Achievement		2012 Achievement Performance Level	Student's Performance Level Change
	Scale Score	Performance Level		
Accessing Print	0	No Valid Test Score	No Valid Test Score Found	Scores for your child could not be found for the current and/or prior test administrations; therefore a performance level change cannot be reported.
Mathematics	0	No Valid Test Score	No Valid Test Score Found	Scores for your child could not be found for the current and/or prior test administrations; therefore a performance level change cannot be reported.
Expressing Ideas	Earned Possible Points 0 / 0		* Not Available	* Not Available

*Expressing ideas is not measured in every grade, so year-to-year progress cannot be reported.

Fall 2013, Version: 1.0   R3F4NA005

ACCESSING PRINT

The MI-Access Accessing Print Assessment has two portions, word recognition and text comprehension. The word recognition portion of the assessment assesses important, often used words that are relevant for the student population being tested. In the text comprehension portion of the assessment, students read or listen to three types of passages and answer questions about them. The earned points for word recognition (see A) and text comprehension (see B) are added together to obtain a student's overall score, or earned points, for accessing print (see C).

Once a student's accessing print earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter D to the right shows your child's Accessing Print scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Component	Points Earned	Points Possible	
Word Recognition	8	20	A
Comprehension	0	21	B
TOTAL	8	41	C

D 2473

2391		2500 2511		2594
	L3 Emerging	L2 Attained	L1 Surpassed	

MATHEMATICS

The MI-Access Functional Independence Mathematics Assessment focuses on four areas: Data Analysis (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). The scores for these areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table to the right shows your child's mathematics scores.

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F to the right shows your child's mathematics scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Strands	Points Earned	Points Possible	
Data Analysis	2	2	A
Geometry	2	2	B
Measurement	8	10	C
Numbers and Operations	8	16	D
TOTAL	20	30	E

F 2503

2393		2500 2515		2583
	L3 Emerging	L2 Attained	L1 Surpassed	

SCIENCE

The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table to the right shows your child's science scores.

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter G to the right shows your child's science scale score and where it falls in the range of scale scores possible. It also shows your child's corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Strands	Points Earned	Points Possible	
Constructing Science	1	2	A
Reflecting Science	2	2	B
Life Science	5	13	C
Physical Science	0	12	D
Earth Science	0	6	E
TOTAL	8	35	F

G 2450

2329		2500 2517		2639
	L3 Emerging	L2 Attained	L1 Surpassed	

Comprehensive Reports - District, and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

School data are displayed in district reports only when ten or more students (valid scores) in the same school take part in the same assessment, and district data are displayed in ISD reports only when 10 or more students (valid scores) in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the District Comprehensive Report is included in this guide. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools or, for ISD reports, the districts for which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

The back page of the report is available in the results section of the webpage and includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

MICHIGAN Department of **Education**

District Name: **SAMPLE DISTRICT**
District Code: **99999** B

DISTRICT COMPREHENSIVE REPORT

Functional Independence
A **Grade 05**
Fall 2013

MI Access™
Michigan's Alternate Assessment Program

	Accessing Print					Mathematics					Science				
	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	No. of Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %
SAMPLE DISTRICT C	22	2506	9 41%	5 23%	8 36%	18	2511	5 28%	6 33%	7 39%	<				
Sample SchoolName	†					†					†				
Sample SchoolName	20	2509	7 35%	5 25%	8 40%	16	2512	5 31%	4 25%	7 44%	<				
Sample SchoolName	<					†					†				
Sample SchoolName	†					†					†				
Sample SchoolName	<					<					<				

< No scores or percents provided if less than 10 valid students
† No valid scores

Due to rounding, percents may not sum to 100%.
For detailed information, see the MI-Access Guide to
Reports and Report Backs at www.mi.gov/mi-access.
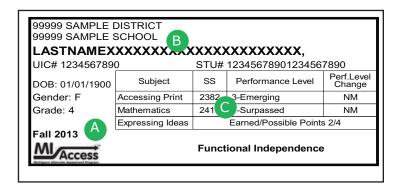
Page 1 of 1

Fall 2013 Version: 1.0

P3EHE2003

Student Record Labels

Student Record Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

Section A shows the assessment type, the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the school name and code, the district name and code, the student's Unique Identification Code (UIC), and other identifying information.

Section C shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable. Invalid test reasons will also appear in this field for each subject assessed if applicable.

99999 SAMPLE DISTRICT
99999 SAMPLE SCHOOL
LASTNAMEXXXXXXXXXXXXXXXXXXXXXXXXX,
UIC# 1234567890   STU# 12345678901234567890

	Subject	SS	Performance Level	Perf.Level Change
DOB: 01/01/1900				
Gender: F	Accessing Print	2382	3-Emerging	NM
Grade: 4	Mathematics	241	-Surpassed	NM
	Expressing Ideas		Earned/Possible Points 2/4	

Fall 2013

Functional Independence

Invalid test score table

The following table reflects the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear based on whether the proper test was given or otherwise marked on the student answer document.

Reason Code	Scenario	Report Description
1	Student does not have a match in MSDS so the enrolled grade cannot be determined.	Missing MSDS Data
2	Special Education flag not set in MSDS	Not Enrolled in Special Ed Program
3	Missing either the PAA or SAA scores on the student answer document.	Missing either the PAA or SAA scores
4	Student administered more than one test type	No Valid Test Scores
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined.	No Valid Test Scores
6	Schools request late material returns are scored to get additional reports	No Valid Test Scores
7	Assessment misadministrations that are documented by an incident report.	No Valid Test Scores
8	Student did not attempt to test	No Valid Test Scores
Additional Invalid Test Score Conditions		
Bubbled on answer document indicating Prohibitive Behavior		Prohibitive Behavior
Bubbled on answer document indicating the use of a Non Standard Accommodation		Non Standard Accommodation
Student has a match in MSDS where the enrolled grade does not match the grade the student tested in.		Out of Level

Acronyms

BAA Bureau of Assessment and Accountability

DOB: Date of Birth

EB: Extended Benchmark

EGLCE: Extended Grade Level Content Expectation

EHSCE: Extended High School Content Expectation

ELA: English Language Arts

ELL: English Language Learner

FLEP: Formerly Limited English Proficient

GLCE: Grade Level Content Expectation

HSCE: High School Content Expectation

IEP: Individualized Education Program

MDE: Michigan Department of Education

MEAP: Michigan Educational Assessment Program

MEAP-Access: Michigan's Alternate Assessment based on Modified achievement standards.

MEAS: Michigan Educational Assessment System

MME: Michigan Merit Examination

MSDS: Michigan Student Data System

NCLB: No Child Left Behind Act (2001)

PAA: Primary Assessment Administrator

PLD: Performance Level Descriptor

SAA: Shadow Assessment Administrator

TAC: Technical Advisory Committee

UIC: Unique Identification Code

Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or English language learners (ELLs), please contact the Michigan Department of Education, Bureau of Assessment and Accountability, using the contact information listed below:

Phone: 877-560-8378 (option 2)

Fax: 517-335-1186

Web site: *www.michigan.gov/mi-access*

E-mail: *baa@michigan.gov*

Bureau of Assessment and Accountability

Joseph Martineau, Director

Andrew Middlestead, Director, Office of Standards and Assessments

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Michigan State Board of Education